

An Introduction

Module 1: The Challenge



Step Up and Step Out For the Health of Our Kids!

“Obesity, overweight, and a sedentary lifestyle are serious health issues now and will only worsen without thoughtful and scientifically based interventions that address societal and individual attitudes and behaviors and their environmental context. Physicians and other health care professionals, elected officials, educators, employers, and parents need to recognize the magnitude and impact of this major health problem and provide the will and energy to correct it through preventive approaches. In the past 25 years, several newer areas have been incorporated as targets for clinical and public health concern, such as tobacco control and injury prevention. It is now time to promote weight control and physical activity.”

Jeffrey P. Koplan, MD, MPH; William H. Dietz, MD, PhD (1)

Why now is the time for each of us to Step Up and Step Out to Reach for the Stars... Children!



Is there anything more important than the health of our children?

Our children are our future, yet their health is in jeopardy. More children are obese and inactive now than ever before; this puts them at risk for serious health consequences.

As we walk through the door into the 21st Century, we are challenged to **Step Up and Step Out** in our communities...to identify nutrition and physical activity related trends and problems, and then act upon the challenges they create.



"Americans of all ages are heavier than ever before. This trend, along with the aging of the nation's population, is increasing the risk of heart attack and stroke. Improving the health of Americans through physical activity and good nutrition must become a national priority."

**Martha N. Hill, RN, PhD,
Past President, American Heart Association (2)**

Today's impact... Current trends in eating and activity choices

Walk with us on a tour of current trends as they relate to eating and activity choices.



- As much as 40 percent of a family's food budget is spent in restaurants and on carryout meals. (3)
- There is a decrease in total minutes spent in grocery shopping, meal preparation, and actual eating. (4)
- There is a move in the food industry to sell foods in larger portions. Consumers now expect value meals, and super-sizing. It has reached the point that many restaurants have done away with "small" as a choice, and a typical "medium" sized muffin is six ounces, triple the USDA's two ounce serving size. (5)
- Americans say they are spending significantly less time eating than they did 20 years ago, and that may be because they're snarfing down foods while they do other things and don't really count it as eating time. (6)
- Teen influence on the family grocery dollar is increasing. With more single parent households, and two parents working homes, teens have more responsibility for grocery shopping and meal preparation. Teens purchase \$51.6 billion in groceries each year. (7)
- Teens ages 12-17 eat a third of their meals away from home- to the tune of \$12.7 billion a year spent at fast food restaurants. (7)



- USDA reports a slight decrease in American consumption of red meat, eggs, and whole milk. At the same time, a small increase is seen in the consumption of vegetables, fruits, and grains. The report also shows the intake of sugars, fats and oils, and soft drinks on the rise. Soft drink consumption, per capita, has risen from twenty-four gallons annually in 1970, to fifty-two gallons in 1995. In comparison, the average American consumes six gallons of low fat milk a year. (8)
- Food safety issues and food-borne illness are on the rise in our food supply. (9)
- Young people are now spending an average of 35-45 hours a week sitting in front of some kind of screen. (10)

“Overweight and physical inactivity account for more than 300, 000 premature deaths each year in the U.S., second only to tobacco-related deaths...Health care providers must counsel their obese patients; workplaces must offer healthy food choices in their cafeterias and provide opportunities for employees to be physically active on site; schools must offer more physical education that encourages life-long physical activity; urban policymakers must provide more sidewalks, bike paths, and other alternatives to cars; and parents need to reduce their children’s TV and computer time and encourage outdoor play. In general, restoring physical activity to our daily routine is critical.”

Jeffrey P. Koplan, Director of CDC(1)

- Fifty percent, or ninety six million American adults own home exercise equipment. Forty three percent of the equipment is not used and just gathers dust. (11)
- A recent study had people set a goal of taking 10,000 steps a day (just in daily routine and activity), and found that only 3,000 steps were the average number taken daily for these couch potatoes. (12)





References and Resources

- (1) Koplan, JP, Dietz WH. Caloric Imbalance and Public Health Policy. *JAMA* 1999; 282:1579-1581.
- (2) U.S. Department Of Health and Human Services. *Physical Activity and Good Nutrition: Essentials for Good Health, AT-A-GLANCE 2000*. Atlanta, GA: Centers for Disease Control and Prevention; 2000.
- (3) U.S. Department of Health and Human Services: Healthy People 2010 (Conference Edition, in Two Volumes). Washington, DC: January 2000. For sale by the U.S. Government Printing Office, Superintendent of Documents, Washington, DC 20402-9382, Stock Number 017-001-00543-6, ISBN 0-16-050260-8. For more information visit: <http://www.health.gov/healthypeople/> or call 1-800-367-4725.
- (4) USA Today 11-21-97
- (5) *Supersize Foods, Supersize People*. Nutrition Action Newsletter. Vol 25, No. 6, July/August 1998
- (6) Godbey G, Robinson J. Time for Life: The Surprising Ways USA Today, *The time for tasting is off track*, by Nanci Hellmich, Feb. 1, 2000.
- (7) Nutrition News, a quarterly publication from the Kansas Beef Council: Information from a survey completed by the New York research firm David Michaelson & Associates for Channel One Network, a news and information station for young people, airing in 12,000 schools nationwide. Fall 1998
- (8) University of California Wellness Letter, January 1998
- (9) Tufts University Health and Nutrition Letter: A Hard-To-Kill Form of Salmonella On the Rise. Vol 16 No. 6, August 1998.
- (10) Press Release of the American Academy of Pediatricians. *Article Underscores Media Impact on Children and Adolescents*. January 5, 1999.
- (11) University of California Wellness Letter, September 1998.
- (12) Centers for Disease Control and Prevention. *Morbidity and Mortality Weekly Report*, April 21, 2000. Available online www2.cdc.gov/mmwr/weekcvol.html



An Introduction

Module 2: Step Back, Step Up, and Step Out



Step Up and Step Back

Step back a moment to picture how **Step Up and Step Out** can work in your community. Creating changes in current eating and activity trends might seem overwhelming until you realize you can take small steps to create change. **Step Up and Step Out** incorporates a view from another time to help you do that.

"In general, I am not impressed by grand solutions. If people start, in a small way, on their own front step, they come to realize that big problems have small solutions."

Maggie Kuhn

How does it work? First...a step back in time

To help you with this question, stop for a minute, and step back in time to the 1950's. Picture a neighborhood, and try to remember the look of the homes. Or, if you weren't around in the 1950's, the next time you are out for a walk, a jog, or just on a drive, take a close look at an older neighborhood and see what most of these houses have in common.

Did you guess right? It's the grand old front porch! Porches have their own style and character. Porches have a way of being all-inclusive, offering something for everyone.

The older adult can sit there for hours, reminiscing about the "good ole days," while the middle-aged adult might find this a comfortable place to sit and discuss their troubles.

The younger adult is drawn to the porch as a place to plan and dream of the future. For the child, the front porch offers a world of activity and play opportunities.



Porches are versatile, and change with the seasons, and the needs of the people they serve. They are fun to decorate for the holidays, creating a new world with each face lift, all dressed up with carved pumpkins at Halloween, glittering lights at Christmas, and beautiful flowers in the Spring.



The porch also does its share of the work by holding stacks of cut wood for the winter, offering a place to sit and snap fresh beans or peas from the garden, and don't forget the porch swing, ready for hours of friendly conversation!

If you take time to look at the front porch, you'll notice that while each is unique, there is a common thread. The front porch is open, spacious, connected with the front yard, inviting others to join in the work or play going on there.

The potential for so much fun! Touch football games in the Fall leaves, building the BIGGEST snowman on earth, sipping fresh squeezed lemonade with the neighbors while the kids play tag in the yard, and planting rows and rows of flowers.

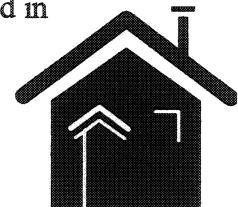


These are only a few fond memories of the types of activities that the front porch invited in its day!

Step forward to the present

Now step forward into today's world. Walk through a new neighborhood in your community. Do you see differences?

Grand old front porches are probably few and far between. What you are more likely to observe today is the backyard deck, complete with privacy fence.



This change in the structure of our homes reflects the changes we see in our communities and in our lifestyles. The deck offers privacy, seclusion, reflecting the desire to be left alone, to rest, to slow down from a hectic pace. The backyard deck and fence do not suggest interaction, activity, and a gathering of the neighborhood for work or play.

Step Up and Step Out and "The Front Porch"

Just like each old front porch, **Step Up and Step Out** is unique and develops its own style. Your initiative will grow to meet the needs of the group it serves just like that of the front porch. The porch serves a different purpose for each person in the family, as does **Step Up and Step Out** by offering different opportunities for various population groups in the community. The front porch is an effective means of bringing people together, for work and play, and **Step Up and Step Out** offers the same potential for your community.



Step Up and Step Out Now!

We've asked you to step back and reminisce, to step up and view the world as it is today, and now we ask you to step out in your community and make a difference!

Step Up and Step Out...an Initiative to be enjoyed!

The writers hope you find this guidebook a helpful tool in **Stepping Up and Stepping Out** in your community. It is our wish that you will enjoy and have fun with your initiative. We hope the graphics help to bring the same kind of "whimsy" in your reading that is possible in the plans you develop.

People can make a difference, not only in the communities that have helped develop these tools, but also in your community, and in all communities that choose to increase opportunities for healthy eating and physical activity choices.

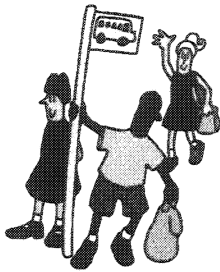


**Stepping Up and Stepping Out
With Fun!**



An Introduction

Module 3: Step Up and Step Out



**step Up and Step Out to
make a difference!**

You've stepped back in time to get an idea of how the community can work together to make a difference, but now take the first *Step Up and Step Out* to learn about guidelines in this manual.



What is *Step Up and Step Out*?



It is a school-based community initiative to increase opportunities for healthy eating and physical activity choices everywhere people live, learn, and play.

In order to increase opportunities for healthy choices, actions must be taken in as many areas of daily life as possible. The process of changing factors individuals encounter every day is called “changing the environment.” The environment can be changed physically such as adding a new community fitness center, or it can be changed in less obvious and costly ways, such as adding a healthy food choice to a basketball concession stand.

The emphasis of **Step Up and Step Out** is creating environmental changes in schools and community through community involvement, and in small steps without using a large number of resources. **Step Up and Step Out** identifies four “components” that are key to making environmental changes. Each component represents a focus for creating changes.



Step Up and Step Out Components



1. The Community

Community involvement is key to the concept. Involvement goes beyond supporting actions taken in schools to creating community changes and modeling healthy choices.

2. Nutrition Education

A focus on increasing nutrition education and awareness within the community as well as the school so that healthy messages are repeated everywhere kids live, learn, and play.

3. Physical Activity

A focus on increasing opportunities for noncompetitive activity inside and outside of school.

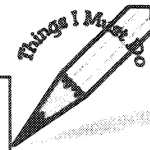
4. School Meals

This focus goes beyond being school-based. It emphasizes opportunities to link school meals with other segments of the school and community.

The four components are equally important. Linking one to another will ensure a repetitive healthy message.



The basic steps for beginning Step Up and Step Out



- 1. Begin to network with those you know**
- 2. Form a team of people who share a mission to make healthy choices a habit**
- 3. Check what exists in your community before creating changes**
- 4. Take actions to create opportunities for healthy eating and activity choices**
- 5. Appreciate, recognize, and celebrate success**



How are the steps taken?



1. **Begin to network with those you know**
 - **How do you begin?**
 - ♥ Talk with family and friends
 - ♥ Identify individuals at school who share your interest
 - ♥ Identify others in the community who share your interest
2. **Form a team of interested people who share a mission to make healthy choices a habit**
 - **Who belongs to the team?**
 - ♥ The team is made-up of anyone who is interested! Your efforts are *most* successful when people from all different areas of the community partner to form a team that shares ideas and resources. Begin coalition planning with a “core group” composed of at least one person from each of the four components.
 - ♥ Team members can include school administrators, teachers, food service personnel, physicians, recreation directors, moms, dads, agencies, city leaders, restaurants, businesses, daycare centers, newspapers, and college students
 - **What makes the team successful?**
 - ♥ People working toward a common goal
 - ♥ Good leadership
 - ♥ Regular meetings where people have an opportunity to initiate actions in a setting that values and recognizes their contributions
 - ♥ Active involvement of new team members
 - ♥ Ongoing efforts to search for situations that have benefit or reward for everyone involved
3. **Check to see what already exists in your community before creating changes**
 - Focus on small steps by using...or slightly changing...existing community resources or programs to save time, effort, and money, with big results!
 - Find existing opportunities...where do children and families live, learn, and play?

- ♥ Community events...Fall Festivals, Spring Flings, and everything in-between
- ♥ School practices and curriculum
- ♥ Business and agency programs and practices

4. Take actions to create opportunities for healthy eating and activity choices

- The actions are visible, have direct community support, and require minimal resources!
- Actions are made by:
 - ♥ Creating awareness and education
 - ♥ Repeating messages at different times and in different situations
 - ♥ Changing or developing policies
 - ♥ Providing support for those making changes
 - ♥ Rewarding even small steps
 - ♥ Collaborating...or in other words...teamwork
- School actions include:
 - ♥ Student involvement
 - ♥ Increased healthy choices for school meals
 - ♥ Fun, hands-on nutrition education
 - ♥ Life-time physical activity skills
 - ♥ A chance to practice what is learned about healthy choices
 - ♥ Healthy choice role models
 - ♥ Administrative support
- Community actions for increasing healthy habits:
 - ♥ Are unlimited...actions can be everywhere kids work, learn, and play
 - ♥ Include as many people as possible
 - ♥ Are marketed to build enthusiasm and to make sure everyone benefits

5. Appreciate, recognize, and celebrate success

- Success occurs whenever
 - ♥ The mission of making healthy choices a habit is clearly communicated.
 - ♥ Time is taken to recognize and problem-solve anything that might limit success. A lack of communication, time, facilities, or interest

may keep actions from reaching their potential, but a little creative thinking can usually eliminate minor stumbling blocks!

- ♥ You and others are able to model, or practice in daily life, the changes you wish to create.
- ♥ Everyone understands and supports the actions for healthy change.



Key Step Up and Step Out words and terms

You will see several keywords and terms throughout the manual. They are discussed in more detail through the manual, but are so important to the understanding of the Step Up and Step Out model that they are introduced here.

Module Glossary:

Environmental Change Methods: These are the methods that are used to create the environmental changes. They are actions such as affecting policy, collaboration, repetition, education, support, and reward.

Initiative Coordinator: A person whose primary task is to facilitate communication, organization, and action. This person works with other coalition leaders to share responsibilities.

School-based Community Initiative: Step Up and Step Out—joining community and school to form a coalition for the purpose of increasing healthy choices everywhere children live, learn, and play.

Marketing and Modeling (M-and-M's): Taking action to create awareness, or to sell an idea, practice, or product, and practicing in daily life, the changes you wish to create.



Money matters? \$ \$ \$



Of course money does matter, so it is reasonable for people to ask just how much it costs to begin an initiative like this. **Step Up and Step Out** began with grant funds. However, one the goals of Kansas LEAN and the Kansas Department of Health and Environment has always been to reduce the level of technical and financial assistance needed, so that the initiative could be made available to all interested communities. Now that the **Step Up and Step Out** model is shown to be effective, future support will be provided using this manual as a training tool. Communities will need to look within to find financial resources. It doesn't require much, and becomes easier when the coalition identifies ways partners who make contributions can benefit from doing so.

There are several good reasons communities should *not rely* on funding sources to begin a similar initiative:

- It is too easy to view the initiative with a beginning and an end if there is time-limited funding. This makes it more difficult to create a lasting initiative that can stand on its own when funding ends.
- There is more ownership of the initiative when team members seek and pool available community resources.
- Delegating tasks among a number of team members becomes more acceptable when everyone shares responsibilities. This is not always the case if funding allows for a "salaried" coordinator position.
- Creativity for brainstorming possibilities for environmental change is not limited by money if there is an attitude that the money can be found one way or another within the community!

Yes, some money will be helpful, particularly to provide resource materials for teaching nutrition or physical activity skills. But these are not cost prohibitive. It just takes some partnering and sharing of available resources to accomplish most of the actions recommended in this manual.



More than a "project!"

Although sometimes called, a "project" **Step Up and Step Out** is so much more! Most "projects" have a beginning and an end, unlike **Step Up and Step Out** and our commitment to making a difference for our children.



**Are there applications for the manual other than
school health?**



This is a question the **Step Up and Step Out** team asked while writing the manual. It is our belief that the manual *can* be used for communities wanting to form a coalition for reasons other than school health.

The manual *is* written based on experiences and “lessons learned” from a school-based community initiative. However strong community support and involvement is key to reaching goals for healthy children. For that reason, any effort to build a coalition can benefit from the tools provided.

The examples and activities given in the manual are related to healthy eating and physical activity. While they may not directly apply to every purpose for building community coalitions, they are examples to which we can certainly all relate!



**When given a few tools to accomplish these steps,
the desire to make a difference for kids
and a supportive team, you will succeed!**



An Introduction

Module 4: Using the Manual

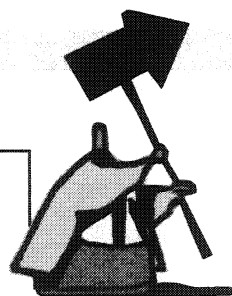
Step Up and Step Out by using the manual!

What the manual provides:

- ♥ Tools, tips, and examples for communities wanting to increase opportunities for healthy choices
- ♥ Guidelines for coalition building
- ♥ Suggestions for identifying community needs, developing plans, initiating actions, and recognizing success
- ♥ Tips for creating environmental changes with a focus on nutrition education, physical activity and school meals
- ♥ Guidelines for “linking” different community or school groups

Something for everyone!

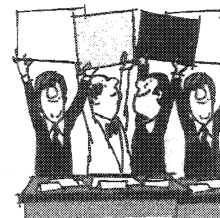
1. **For a school-based community initiative:**
In the initial stages of coalition building, go through each chapter in the sequence given.
2. **For building other types of coalitions:**
Chapters 1, 2, 3, and 7 will be most helpful.
3. **For healthy eating and physical activity environmental change actions:**
Use Chapters 4, 5, and 6 for ideas and examples along with tips for linking components.



A focus on components

It will be important to keep the component goals in mind, during each step of the process. Copy the next page and keep it handy as you plan to **Step Up and Step Out!**

Community Coalition



1. Develop a community coalition to identify the needs of the community and establish actions that can be sustained
2. Increase opportunities for healthy choices by involving the community everywhere children live, learn, and play
3. Work together to provide a consistent healthy message

Nutrition Education



1. Increase education in schools and in the community while increasing opportunities to make healthy choices
2. Implement nutrition education curriculum in school that can be integrated into other core subjects, such as math, science, and English
3. Enhance knowledge and skills through fun, behaviorally based nutrition education, to increase the potential for healthy eating choices

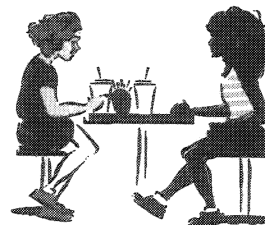
Physical Activity



1. Increase the opportunities for physical activity throughout the school and in the community
2. Support a non-competitive atmosphere
3. Promote life-long physical activity skills and behaviors

School Meals

1. Provide healthy, attractive menu choices meeting USDA guidelines of no more than 30% percent of calories from fat with emphasis on increasing grains, fruits, and vegetables
2. Involve students in making changes
3. Provide recognition for food service actions



symbols used in the Manual,

Symbols used to denote key points in the manual are shown below.



Look for this symbol to take *an important step*

The footstep symbols denote a **Step Up and Step Out** to make a difference for the health of our children.



Look for this little guy for lots of great ideas

This symbol denotes examples of actions that have been taken in other communities. It symbolizes a person who has **Stepped Up and Stepped Out** to make a difference for the health of our children. The examples provided give you great ideas...look carefully for this symbol!



This pencil at the top of page indicates a helpful handout sheet



This symbol highlights a “key” point



Look for this symbol for an “extra practice” activity to sharpen your skills even more



Module Tip:

A module tip will be found at the end of each module. The tip summarizes a key idea from the module.

FAQs:

- ❑ **Question:** What is the purpose of this box?
Answer: It answers “frequently asked questions” (FAQs) at the end of each module.

Module Glossary:

Module Glossary: A glossary of terms located at the end of each module.

Action Worksheets



Complete action worksheets to guide the initiative.

Action worksheets need to be completed at each point they are available to provide opportunities for your coalition to practice skills discussed within the module, or guide coalition building and action planning. Copy these sheets in advance of coalition building sessions for participants to use. Additional copies of the form are found in the Appendix under “Forms.”

Recommended resources



References and Resources

References and Resources are found within the text or at the end of many Modules (chapter sections).

An overview of manual contents

Introduction

- Create awareness of eating and activity problems
- Step back in time to understand the concept of Step Up and Step Out
- A summary of steps for developing a school-based community initiative
- How to use the manual and an overview of chapter contents

Chapter 1: Building a Coalition

The modules in this chapter deal primarily with getting your coalition set-up. Building good structure is an important step. It is difficult to plan actions with good results when there is little or no organization.

- Recruit members and build coalition awareness
- Build a structure for your coalition
- Plan meetings for positive results
- Build teamwork for a strong coalition

Chapter 2: Action Planning

Action planning can begin once coalition structure is determined. Completing each step of action planning is important for membership recruitment and longevity; and helps ensure success. It is suggested that action planning follow the sequence of steps given.

- Set-up listening sessions to gather community information
- Conduct a review of the community for programs, events, resources, and facilities
- Identify resources for future action planning
- Use tools to organize information and plan your actions
- Take steps to develop action plans by creating a vision, mission, strategies objectives, and actions
- Find ways to measure the results of your actions and determine success

Chapter 3: Marketing

Marketing is one of the most important action steps you can take. This chapter gives you details on *M-and-M's* (marketing and modeling)! Use this chapter to:

- Identify why marketing is key to the success of the coalition's goals
- Create awareness and interest
- Promote activities
- Model or demonstrate healthy choices
- Develop marketing actions based on the action plan developed in Chapter 2

Chapter 4: Nutrition Education

The chapter is full of ideas and suggestions for planning nutrition education actions. Use the information in this module to plan action steps that relate to the objective(s) the coalition has identified for nutrition education.

- Separate nutrition facts from fiction, and identify the benefits of healthy eating choices
- Develop and support environmental changes involving nutrition education
- Provide nutrition education in the classroom
- Link the classroom to other **Step Up and Step Out** components (Community, Physical Activity, and School Meals)
- Market nutrition education and model healthy eating choices

Chapter 5: Physical Activity

Ideas and suggestions for planning physical activity actions.

- Create awareness for the need to increase opportunities for physical activity
- Increase opportunities for physical activity throughout the community
- Increase physical activity in school
- Link physical activity opportunities with school food service, the classroom, and families
- Market and model physical activity

Chapter 6: School Meals

Ideas and suggestions for planning school meal actions.

- Create community awareness of the importance of school meals
- Develop and support environmental changes involving school meals
- Provide school meal activities
- Link school meals to other components
- Market school meals

Chapter 7: Sustaining the Initiative

The coalition should build and plan for sustainability from the very beginning by recognizing key factors.

- Marketing
- Action planning
- Communication
- Modeling
- Identifying results
- Celebrating success
- People—recognition, respect, roles, relationships, and rewards

Appendix

- Resources
- Glossary
- Forms
- Historical Perspective



Off to the right start

Should Program Planning Begin Now?

There is a tendency in the early stages of coalition building to want to begin programs before the planning process is complete. It takes a while however, to get organized, and an organized plan is important. Without organization, you risk ineffectiveness and burnout.

Before you can begin working toward goals, there needs to be a consensus about what those goals are! Without clearly defined goals it is difficult to see the results of your efforts. It is strongly suggested you take all of the steps outlined for the ***greatest success!***